

Lesson Plan

Matisse Cutouts

7th Grade Art

Lesson Summary: Students will study the life, time and art of Henri Matisse to create an expressive cutout composition using amorphic shapes to tell a story that they created in colored construction paper.

Arkansas Frameworks:

5.7.1, [5.7.2](#), 5.7.3, 5.7.4, 5.7.5, 5.7.6, 5.7.7, 5.7.7, [5.7.9](#), 5.7.10, [5.7.11](#), [5.7.12](#), [5.7.13](#), [5.7.14](#), [5.7.15](#), [5.7.16](#), 5.7.17, [6.7.1](#), 6.7.2, 6.7.3, 6.7.4, 6.7.5, 6.7.6, 6.7.7, 6.7.7, 6.7.8, 6.7.9, [6.7.10](#), [6.7.11](#), [6.7.12](#), [6.7.13](#), 6.7.14, 6.7.15, [7.7.1](#), [7.7.2](#), 7.7.3, [7.7.4](#), 7.7.5, [7.7.6](#), [7.7.7](#)

Pre-test: Elements and Principle's quiz – Keith Haring Worksheet on “Line”

Objectives:

1. Students will be able to identify the 3 categories of shape: geometric, biomorphic, and amorphic.
2. Using the expressive properties of shape, students will be able to create a cutout composition using mostly amorphic shapes.
3. Students will use the critical analysis process to interpret peers artwork.
4. Students will be able to give me 3 facts about Henri Matisse's work.

Essential Question: What is the essence of an object or an idea?

Timeline: 1 week

Materials: Scholastic art magazine, [Creating With Shapes](#), 18 x 24 newsprint paper, pencil, paper, erasers, scissors, glue, 18 x 24 assorted colored construction paper and smaller scrapes, laptop computers, internet

Teacher Preparation: Prepare student supplies and handouts.

Procedure:

1. Engage: Show Matisse's cutouts ([calendar prints](#)) and ask students to match title with each picture. Explain how he used the essential elements only to define his objects. To do this he had to use the expressive elements of shape to create amorphic shape.
2. Explore: Explore the [Essential Properties of Shape](#) (pass out *Drawing Insights* handouts pgs 22-25) and the [Reading Pictures #25; The Importance of Shape](#) – worksheet ([answers](#)).
3. Explain: Explain the 3 categories of shape (geometric, biomorphic, amorphic) and how Matisse used expressive Amorphic shapes in an abstract composition to express the essential elements of his subject.
4. Elaborate: Students brainstorm a story (dream or event) and create amorphic shapes expressing the essential shapes of the objects that are represented in the story. Each student keep their story private for the critique.

5. Evaluate: A [project rubric](#) will be used to evaluate student work. Students will write a [self assessment](#) about their artwork based on their peer's comments and interpretations during the class critique.

Cross Curricular Connections:

Language Arts / English: Students reflect, evaluate and write on their self assessments.

Social Studies: Study of 21st C. Artists

Parental Involvement: Projects, assignments and student work are posted online on school's / art dept website.

Technology Connections: Video and PowerPoint presentations. Students work with laptops to do self assessments

- a. *Resources:* See all resources and handouts on the following website - http://panthers.k12.ar.us/High_School/Departments/Art/art_web_pages/Lessons/Syllabus/Syllabus.htm

Matisse's Cutout

Objectives: 3 types of shape, Matisse's ideas, history on Matisse and abstraction, critical analysis process, self critique

Learning:

1. Discuss calendar prints of Matisse's cutouts – pass out handout
2. What is art? Review – Art tells a story
3. 3 types of shape – identify them in Matisse's prints
 - a. Symbolism – duality of our brain – eye vs spider
4. Discuss the life and time of Matisse and how he developed his cutout technique.
 - a. Started out as a lawyer, got sick, mother gave him paints while he was recovering
 - b. Since the invention of the camera artist had to do more - since the real world doesn't need to be reproduced with a camera, artists painted ideas.
 - c. Inspired by the Impressionists' use of color
 - d. He became known as the leader of the "Fauves", wild beasts
5. Look at his work (pg 5 – handout)
 - a. Use Art Critiquing Process (handout)
 - b. Essence of Shape
 - c. Use the Expressive Properties of Shape (handout)
6. Read Handout – answer questions (handout)

Project:

1. Show students my work – discuss what it means, I tell the story
 - a. Art tells a story
2. Students think of a simple story or event and write a paragraph about it
3. Brainstorm symbols for their story
4. Transform symbols into amorphic shapes
5. Demonstrate the Cutting out the shape process (fold paper – to repeat shapes)
6. Set boundaries (repeat 3 different shapes - using the Fibonacci series, determine how many times to repeat shapes and how many shapes to repeat.
7. Vary size, overlap, color choices (determined by the Fibonacci series)

Project Requirements:

1. Amorphic Shapes (at least 90% of them)
2. Use some geometric shapes
3. Create Unity by:
 - a. Repetition (use Fibonacci Series)
 - b. Overlapping
 - c. Proximity
 - d. Relating edges
4. Focal point using the golden means

Critique

Self Assessment